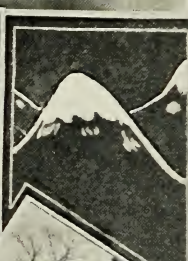


**STANSTEAD-COLLEGE**

**ANNUAL**

**1930**



WINTER  
AT  
S.W.C.



## FOREWORD

In acceding to the request of the editor of the Magazine for a brief foreword, I feel that I can have no finer theme than the year that closes with this Convocation, and the appearance of this Magazine. We have had a creditable year in every regard. Our School has been so full that we have had to refuse students because of lack of accommodation. The students themselves have been of a superior type, whilst the question of discipline has presented no problem. All have dwelt together in such harmonious fraternity that the school has possibly been as "homey" as a school can be.

Nor has the year been marred by any serious epidemic of sickness. For the larger part of the school year the hospital has been "a louer."

One of the cheering factors from the standpoint of the Trustee Board and the Management is that for the second year in succession, the College closes a session with a credit balance. This year the balance is so substantial that several long needed repairs and additions will be undertaken during the summer months, among others the erection of a modern dairy barn, with up-to-date electric refrigeration.

Academically, the year bids fair to be a success—it is always a dangerous thing to prophesy in this realm, but we are hoping that the results will justify our present optimism.

The Principal feels very much indebted to a loyal staff, all the members of which have sought to co-operate with him to make his task as light and congenial as possible, and the residential life of the School socially enjoyable, as well as intellectually profitable.

Perhaps I should just add a word, commending the task which the Alumni has assumed in seeking to establish a Library, to perpetuate and commemorate the memory of the late Dr. J. C. Colby. No other object could have been selected for this purpose, which could be as appropriate for its purpose, excepting perhaps, a Science building. Both of these needs, looked at from the efficiency standpoint of the School, are imperative wants. We are hoping that the Alumni will make its presentation worthy of the name that it seeks to remember, and that we shall soon have a worth while Library of reference and educational works.

To the students to whom we must say "au revoir" this commencement, our best wishes are given. There is always something distinctive about every graduating class, but optimism leads us to affirm that this is the best ever. We trust that their future will ever be successful, that their regard for "Old Stanstead" will not have been misplaced, and that Stanstead, on her part, will find in them "loyal sons and true."

T. B. M.



## CHANGES IN THE STAFF

It is of distinct advantage to an institution of learning to secure an efficient staff of teachers, and to return them for a number of years. Stanstead College has ever striven to follow that practice, and has signally succeeded. Changes occur each year, however, through unavoidable causes; and we regret that at the close of the current year, several members of the teaching staff feel that they must sever their connections with the College.

In the Academy Miss Arkley was obliged to leave at the close of the Easter term, owing to urgent home conditions. Mr. G. Keith McMillan comes to us as an instructor in Latin, and will also assume the position of Dean of the boys, which position will be left vacant by the retirement of Mr. Steeves, who leaves us to accept a position at the Westmount High School. Mr. McMillan comes to us from Victoria University as a graduate in Arts, holding the degree of B. A.

Mr. Donald MacGregor Hackett also joins the Academy staff as instructor in English and Latin. He holds a B. A. from Mount Allison, and was Head Master in schools at North Sidney and Parrsboro, N. S.

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No changes occur on the Bugbee Staff, with the exception of that of Student-Teacher, as Mr. Wright withdraws, and is succeeded by Malcolm Mowle.

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In the Conservatory of Music, several changes occur, after many years of very little interruption. Miss Pomeroy will be away for at least a year, and her work will be assumed, in part, by Miss Margaret Henley, E. T. C. M., 1930, and Miss Jean Campbell, also E. T. C. M., 1930. These students have completed with marked success the Normal Course, and are excellently qualified teachers.

Miss Hatton, in the vocal department, will be succeeded by Miss Pauline Newington, from the N. E. Conservatory, whose scholarship there was of very high standard.

Miss Muriel Heath, after several years of very efficient work on the Conservatory staff, retires from the violin department, and will be succeeded by Miss Adele Noble, as head of that department, and Miss Noble's work, as assistant teacher of violin, will be assumed by Miss Jessie Ward, graduate and post-graduate of Mount Allison.

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Only one change takes place on the staff of the Consolidated School. Miss Donaldson finds it impossible to return another year, and her position will be taken by Miss Hilda Jersey, who comes to us with very high recommendations from the last two schools in which she has taught—at Mansonville and Scotstown.



# Stanstead College Annual

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## EDITORIAL

### "The Old Order Changeth Yielding Place to New"

Tennyson's words undoubtedly interpret the spirit which motivated Roger Bacon, when he inveighed against the old theory of Scholasticism, and embraced the idea of analytic observation, integrity of the individual, and the genetic approach to science. Today, modern scientists, while accepting his dictum, that the hope of all progress lies in men who can look into and anticipate the future, must look backward from time to time, and stand in awe and admiration before the majestic monument which the followers of the Father of Experimentation have built up for him.

Before the advent of Roger Bacon, the medieval world had treated with superstitious awe and slavish reverence the findings of the ill-prepared scholars and churchmen, no matter into what realm they delved. Their findings were accepted, not because the believers knew them to be valid, but because it was so decreed by those in the best position to know. It was an age of gullibility and authority.

The investigators of Bacon's day or any later day have never refused to accept what could be proven. What a pity, if the products of the master mind of all time had been lost! And yet, Aristotle was not always right, even though his opinions were accepted "in toto" for centuries. But we have been taught by their mistakes, not to accept the contributions of antiquity as priceless heirlooms to be preserved for eons, but to examine

and to estimate the past as to its preservation or discard—partial or whole—in the light of its probable value to the indicated future. All honor then to the dead past! May it prove to be a mirror of incalculable power to reflect, when looked into with intelligent and understanding eyes, the courses which can best be avoided, and to indicate the paths into which our steps may most profitably be directed.

In educational systems and institutions such as ours, the leaders must avoid a prejudice for "the good old days," even though they be marked by milestones, raised by the sweat of their labors, and hallowed by memories that are and ever shall be sacred. Those things have value not for what they were, but for what they are. If they possess merit for us, let them be preserved! If not, let them be sacrificed on the altar of progress.

Surely the Death's Head is leering from his seat at the administrative banquet when a revered spectre of the past rattles his way into the seats of the mighty, and dominates with a colossal roar, when only an admonishing swish should be tolerated. Oh Gods of our future! Save us from a resurrection of our long dead past! But may we keep it rather as a stepping stone to higher and nobler things in the years that lie before us!

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## THE SON OF WEALTHY PARENTS

By Hon. Frank Carrel, M. L. C., L. L. D.

As a Rotarian I have frequently sat among a body of business men, meeting for luncheon every week throughout the year, and listened to the efforts put forward by Rotarians to aid the under-privileged boy and give him a chance to win out in the industrial world. It is a splendid movement and has been productive of most satisfactory results. These gatherings sometimes make the business man think of his own youth and the handicaps and hard times which he had to overcome, before finally reaching a position not of leisure, but of increased responsibilities and efforts to keep abreast of the present commercial competitive struggle.

During moments when I have thought of the under-privileged boys, I have also thought of the many pleasant years I spent at Stanstead College and it strikes me, as I recall my associates, that the rich boy, or the son of rich parents, might be included in the consideration of the under-privileged boy.

Not all sons of rich parents are under-privileged in this respect because the son of Mr. John D. Rockefeller, perhaps the richest man in the world, is one of the most active philanthropists in the United States today. I have listened to him talking in New York, pleading with men to help in his philanthropic work. He won my admiration as I thought

of his great wealth and yet here he was devoting much of his energy, efforts and time in aiding and helping to create a greater happiness, contentment, and satisfaction among the people, rather than dissipating his time in the wasteful pleasures which sometimes surround the rich.

As I am writing I can recall two associates of mine at Stanstead College who were sons of rich parents. Both received, it seemed to me at the time, almost all the money they desired to spend. They were of friendly and kindly dispositions and spent their money lavishly and unselfishly in the purchase of all kinds of luxuries. It was evident that their parents were supplying them with more money than they really required to get through their studies, and while I am not going to admit that it deflected from their success in life, either in college or out of it, they both left college before their terms were up, and I have never heard of them since.

Are these boys to be envied or to be pitied, is the question I have asked myself since going through Stanstead College and I have come to the conclusion that they are more to be pitied than envied, and this is the thought I want to leave with the boys of Stanstead College today. Thinking as I did, week after week, of the many things that one wished for and which one could not enjoy because one's parents were limited in means and could not supply them—is not a loss—but a test of character which moulds and strengthens a boy to meet the ups and downs of industrial life when he leaves his Alma Mater.

And it is one of the reasons why boys work harder. I know it because I did it. My school and college days made me determined that one day I would make sufficient money to take care of my parents and supply them with what they had been unable to supply me. Unfortunately, my parents died before I was able to carry out this desire. Other boys and those who read this article may be more fortunate than I was, also they may work all the harder when at school to achieve the success, which must inevitably come to every boy who makes up his mind to reach a position in the business world, a position which will enable him to take care of his mother, and father, sister or brother, or even some underprivileged boy, and supply them with the advantages this most interesting world affords, but interesting only if we work sufficiently hard to attain them.





## CHANGING CONCEPTIONS OF EDUCATION

Geo. J. Trueman, Ph. D.

When I went to Normal School in 1890 the leaders in education claimed to have as their object the all-around development of the individual, regardless of what his work in life would be. The idea was that if all the faculties were equally well developed, our young people would not only be able to enter into their heritage in the fields of music, literature and art, that they would not only be able to serve the state and community as broadminded and intelligent citizens, but would with small adjustments easily possible to a harmoniously developed personality, be able to take up any kind of work they might be required to perform. This conception saved curriculum makers and departments of education a great deal of trouble, and gave them a ready excuse for many of their shortcomings. It was not necessary to provide for a large number of subjects so long as the subjects chosen provided the proper discipline. Some subjects would train the reasoning powers, others the memory, others the imagination, others observation, and so on. One could disregard the whole question of preparation for the particular work the students would do in life, and simply give them the general development that would fit them for all. When choosing between Latin and French, for instance, the question would not be which of these subjects would be of the more practical value in the light of the student's surroundings and occupation, but which study would develop best his various faculties. In choosing subjects for the average girl, would it be algebra and geometry on the one hand, or household science and music on the other? Geometry and algebra won out because they were supposed to develop the reasoning powers. It is not necessary to turn back forty years to see how true my statement is, for the curricula of today show strongly the influence of this "faculty" psychology. Not so much harm was done as might have been expected, as society protected itself from its blind leaders by taking out of the schools ninety per cent of the children as soon as they had the bare rudiments of an education or had acquired some use of the tools of learning; that is as soon as they had learned to read and write and do the ordinary examples in arithmetic. Mainly those went on who found in the curriculum of the high school the subjects which they would actually use in further courses which they hoped to study, or in the actual work they hoped to do. The others, who expected to be farmers and mechanics, business folk, or home-makers, simply left the schools and prepared for their work as men have throughout all the ages, by getting a job and learning how to do it through the trial and error method.

In the meantime the new psychology had developed. No longer satisfied to consider psychology a branch of philosophy, its leaders sought to make it a science, and casting pre-conceived notions aside they began

to study child nature by guarded and controlled experiments. This experimentation revealed little support for the old "faculty" psychology. There was found to be no general faculty of observation, for instance, which could be trained by observing flowers, and would then be keen also to observe beetles, rocks, letters in a word, or dust on a table. One observed what he was interested in, and not much else. The same was found to be true of other so-called "faculties." The man taught to reason accurately about geometrical truths was not on that account a better reasoner about stock investment or religious truth. On the contrary his dependence on exact data from which he deduced certain sure conclusions tended to unfit him for drawing conclusions in the ordinary affairs of life where data are often uncertain and confused.

As might be expected there has followed a hot discussion. The older sciences such as physics and chemistry have been slow to accept psychology as a sister. The older educational leaders have denied the conclusions of the modernists, and serious confusion has resulted. The modernists with their own conclusions somewhat modified are gradually winning the day. Many universities now permit modern languages to be substituted for Latin and Greek. Sociology, economics, psychology and history are popular subjects in every university, and vocational schools are taking their place beside the old classical schools in every progressive community. The battle is really won, but many so-called educationists have not yet waked from their Rip Van Winkle sleep.

I shall now try to state briefly the best opinion today as I interpret it. To begin with, the child is born with many unlearned tendencies and instincts which control and limit his learning. If he never goes to school at all he will learn a very great deal, and will still be able to fulfill many of the obligations and enjoy many of the pleasures of life. His first work at school is to get the use of what have been called the tools of learning. Whatever else he may learn, whatever attitudes he may acquire during those first few years, every child must be taught to read, write and spell correctly, and to add, subtract, multiply and divide rapidly and accurately. At the same time, school should be made a happy place by maintaining an atmosphere of normal play and healthful social intercourse.

There is not much difference of opinion about the curriculum of these early years. The chief difference of opinion is in regard to the relative importance of the subjects and of the method of presenting them. Kindergarten methods should be continued into the early grades, the hours of actual teaching should be short and varied, and a considerable part of the time should be spent in story telling, acting, singing and supervised play.

As for the general organization of the school, there is a difference of opinion. I think six years is long enough to accomplish the purposes of this early school, and that the last two as at present conducted are partly wasted. This opinion is generally shared by both parents and



pupils, and as a result many more than half of the pupils have left school, where free to do so, before the seventh grade begins. Where the six year plan is accepted, the school is organized into Elementary School, six years; Middle School, three years, and High School, two or three years. The compulsory attendance period should extend to the end of the middle school.

In the middle school there should be some choice of subjects. Some knowledge should now be available as to the student's ability and taste, and in consultation with teachers and parents he should form some idea of what he would like to do in life. The intelligence test will have shown whether his abstract intelligence is high or low, and whether he should be advised against going on to the university where a high Intelligence Quotient is essential. It may be that he will choose options in the place of such subjects as Latin, geometry and algebra, and that French, mechanical drawing and some form of hand work will interest him. However that may be, there are still in the middle school some subjects which all students should study, and among them are English Literature, and expression both oral and written, history including civics, science under the name of Nature Study, Singing, Hygiene, Religious and Moral Training and Athletics.

The Middle School covers a period when life is changing and viewpoints are uncertain, and while most of the subjects are general and cultural there should be enough optional work to try out the student and help further in the diagnosis of his case so that he may be brought nearer a decision as to his vocation. After the Middle School or Junior High School as it is often called, naturally comes the regular high school which should cover three years. The student would enter this regularly at fifteen or sixteen years of age, and should know in many cases whether he wants to prepare to enter a University, a Normal School, a Technical School, a Business School, or whether, when he finishes his High School course at the age of seventeen or eighteen, he wants to get out and earn money. In the latter case, while he will learn to do his work mainly by experience, he should continue his theoretical study by means of reading courses, correspondence courses, adult classes, summer schools, or such other means as are provided in his home or town.

It must be remembered that all students will some day be citizens; almost all will be the heads of homes, and all will have many leisure hours to put in. These may be wholly spent in conversation and games, or part may be so spent, and the remaining hours devoted to the reading of good literature, including biography, travel, and history, to studying and enjoying art and music, to working out social and economic problems and learning about the institutions by which our society attempts to control its members and prepare them for a finer citizenship. As the School must keep all these in mind, it is evident that on through the High School many subjects must be taught to all students that have no direct bearing on the earning of a living. In the case of those who take no







§ CADET CORPS §



→ RUGBY TEAM ←

high school course, this lack can be partly met by night school, reading and lecture courses, etc.

In regard to University education, it is evident that only a small percentage of our youth are at present able to continue their formal education beyond the High School period. Not more than two per cent of those who enroll in our schools ever go on to enter a University, and not more than half of these continue to finish definite courses. Many now attend University who would be better advised to go at once from the High School into business or industry. On the other hand, there are young people in almost every community, of ability, sound character and ambition who would like to attend the University, but have not found their way there. A means should be found to show these students what University training would do for them, and when necessary, to secure for them such financial backing as would enable them to attend. It is doubtful, however, whether this country would be justified at the present time in providing University education for more than five per cent, at most, of our youth. As years go on, the conception of education will doubtless change, our legislators will become convinced of its value, and money will be more readily available than at present.

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## MUSIC AS A VITAL FORCE IN EDUCATION AND LIFE

(Excerpts from a graduation thesis)

Music reflects life, and progresses or declines in coincidence with the progress or decline of civilization. At present we are living in a period of exact science when everything must be checked by measuring, weighing, and analysing before it gains any recognition. When we consider how, at the best, we possess only a relative knowledge of anything, no matter how simple, the truth of the value of music does not cease to exist on account of our limited perception of it.

The truism that music is an appeal to the emotions first, has led many to regard it as being merely recreational and thus incapable of possessing any influence other than the production of pleasant sensation. Too many people regard only this cultural aspect of music, and fail to appreciate its tremendous vocational value.

Considering music from both its cultural and vocational aspects, let us see what benefit may be derived from the study of the art.

From remotest antiquity to the present man has always made music express the emotions in his soul, and as a means of relieving the irksomeness of his existence. But more than this—he has found that music has helped him in achieving success in whatever vocation he has selected for his life work. Let us consider in what activities music has been of service to man.



In all lands and ages, music has been employed as an inspiration in battle. From the siege of Jericho to the battle of the Marne, the value of music in establishing and maintaining military morale has been most highly esteemed. Martial music has uplifted the spirits of discouraged troops, inspiring them anew with patriotism and courage. "La Marseillaise," written in a period of great national unrest, helped to achieve the French Revolution. Later, Napoleon declared that he could never have crossed the Alps without the uplifting influence of this same national song.

The World War upset all previous conceptions of military music. Trench warfare did away with the time-honored custom of the band marching ahead of the troops to inspire them with courage for the conflict. Consequently, music was transferred from the battlefields to the camp and the hospital, and employed as a soothing agent for overstrained nerves.

There is, however, music for a world at peace as well as for a world at war. In fact, all the fine arts have flourished in times of peace. Music is especially representative of peace, for it is essentially democratic, and has always been associated with law. Confucius said: "Wouldst thou know if a people be well governed, if its laws be good or bad—examine the music it practices."

Ancient Greek music was considered to exercise great sway over the mind, expressing noble sentiments, building strong character and inspiring patriotism and courage. Thus we can account for Plato's contention that no change could be made in music without affecting the constitution of the state—an opinion with which Aristotle acquiesced, and which Cicero later adopted as a sound principle of statesmanship.

Let us consider the contention of Confucius, stated above, in connection with present-day Russia. Some of the modern Russian music, barbaric, portraying elemental passions with little of beauty to mitigate its brutality, is indicative of the chaotic stage through which Russia is now passing.

Legitimate music, music with form and purpose, makes for better citizenship, it drives out envy and hate, which do so much to poison the well-springs of our lives. Its far-reaching influence and democratic spirit will do much to promote that universal brotherhood for which the nations of the world are now striving.

Music has served man in the field of religious law as well as that of civil law. Since time immemorial it has formed a definite part of religion. The Greeks, Romans and early Christians made it the art which was to be chiefly dedicated to the service of religion. The Greeks held it to be sacred, and called it "the divine art." Plato said: "Music is a moral law. It gives a soul to the universe, wings to the mind, flight to the imagination, a charm to sadness, gaiety and life to everything. It is the essence of order and leads to all that is good, just and beautiful, of which it is the invisible but nevertheless dazzling, passionate and external form."

Biblical references to the inspirational value of music in religion are numerous. In fact, its early history was so indissolubly joined with that of the Christian Church, that up to the time of Charlemagne (died 814 A. D.) it was chiefly sacred. Even after the advent of secular music, however, sacred music lost none of its prestige, and today many of the finest pieces of musical composition handed down through the ages are found to be of sacred nature.

Martin Luther preached that next to religion music ranks highest among the spiritual and moral forces. Music opens the heart, appeals directly to the emotions; it has the power of making heaven descend to earth. It is for this emotional and spiritual appeal that religion depends on music, for a religion without emotion is worthless. The minister is the missionary of Goodness, the artist the missionary of Beauty. Both have sacred missions, but after all are not Goodness and Beauty the same, and do they not both lead eventually to God, who is the supreme embodiment of all that is good and all that is beautiful?

The physician has found music as useful for the physical needs of man as the priest has found it for man's spiritual needs. Music was recommended by the ancients as a curative agent, but it was not until recently that its therapeutic value has been made scientifically practical.

The World War precipitated the practical application of music to medicine, and afforded an opportunity for experiments in musical therapy. It was found that it acts directly on the nerves, on the brain, upon the circulation and heart action, and upon the will, and thus is capable of exercising a curative influence on many mental and nervous diseases. Music arouses various emotions, but according to Darwin, not the terrible ones of horror, terror or rage. The importance of music in the treatment of battle-worn soldiers can readily be seen, as it awakens the opposite emotions, such as love, mirth, courage, and a "joie de vivre." In cases of nervous disorder brought on by horrors witnessed or by shell-shock, music is frequently **the one medium** through which the patient can be reached. For instance, it was found in cases of severe shell-shock followed by complete amnesia that it was the first means of bringing back recollections to the victims. Others who had become mute from similar causes regained their speech at concerts by joining in the chorus of some well-known song. Since the World War, then, musical therapy has been made scientifically practicable. It is now being used in the operating room to relieve the patient's mind of anxiety before the operation by soothing the nerves. It is successfully used in the treatment of insomnia. Men and women who have not slept for months fall quietly asleep under its assuaging influence. Dr. Robert Schauffler, an eminent American physician, is convinced that before long there will be a new class of doctors—medical musicians, who, after examining the neurotic patient will place in his hands not a prescription, but a musical composition suited to his direct needs. This is an idealistic view, perhaps, but it indicates that the practical application of music to medicine is at present on a firm basis. Its sphere of usefulness, however, is limited to the treatment of



the mentally and morally afflicted, in which cases it works like a specific remedy when everything has failed. Many institutions have taken advantage of this fact, and music now forms part of the regular treatment in institutions for mental diseases, correctional institutions, prisons and old people's homes.

The attitude assumed toward music in the past has been too much that of tolerance, and music in the public schools has been considered, until comparatively recently, as a harmless amusement and luxury, with little or no educational value. Fortunately, this conception is becoming rarer every day, and the educators of today realize that it aids progress in all phases of education, and that its practical study develops the mind in its finest aspects and aids coordination between the mind and body.

Throughout all time, the foremost educators have asserted, in the face of opposition, that music should have a definite place in educational systems. To quote Plato again: "Education should begin with music. Musical training is a more potent instrument than any other; because rhythm and harmony find their way into the inward places of the soul and also because he who has received this true education of the inner being will most shrewdly perceive omissions or faults in art and nature and with a true taste; while he praises and rejoices over and receives into his soul the good, and becomes noble and good, he will justly blame and hate the bad, now in the days of his youth, even before he is able to know the reason why, and when reason comes, he will recognize and salute the friend with whom his musical education has made him long familiar."

About fifty years ago, Ruskin claimed that the elements of drawing might be made an important factor in general education. Largely as a result, drawing is now being taught in the public schools, mainly for the purpose of training the eye to perceive. The attitude of Ruskin toward the teaching of drawing is exactly what should be the attitude of educators toward the possibilities of music. Obviously it is of great importance to train skilled executants, but it is of even greater importance to train the ear and mind to become perceptive.

The class work idea in music which is now being carried out in the public schools has been found of inestimable value in stimulating the mental faculties of those taking part in it, and, as a result, of improving the standard of work in other departments. This is probably due to the fact that music is neither purely intellectual nor purely emotional. It affords a relief from the constant strain made upon the intellect by such purely technical subjects as mathematics and grammar. It draws upon one side of the student's nature too often neglected in education—the creative or imaginative side.

The late Dr. Charles W. Eliot, president emeritus of Harvard College, said that music, rightly taught, is the best mind trainer in the world. He believed that there should be more of the practical subjects, like music and drawing, and less grammar and arithmetic on the public school curriculum. Observe the force of the phrase "rightly taught." Music



should **not** be an isolated study. Too much specialization in any subject will produce a narrow viewpoint and a lack of general culture. Music should be viewed by the teacher in the light of its relationship to the student's other subjects. Taught in co-relation with other subjects, it will aid in the appreciation not only of the other fine arts, but of academic studies as well.

Of all the fine arts, music has the most universal and compelling appeal. It appeals to the emotions directly. It speaks to something subtler than the intellect. Schopenhauer was the first to recognize and define with philosophic clearness the relationship of music to the other fine arts. In his "Wisdom of Life," he states, "The function of art is the forgetting of the individual self and its material interest, or the elevation of the mind to the will-less contemplation of truth. Art alleviates the ills of life by showing us the eternal and universal behind the transitory and individual. This power of the arts to elevate us above the strife of wills is possessed above all by music. Music is by no means like the other arts, the copy of the essences of things, and ideas, but it is the copy of the will itself; it shows us the eternally moving, striving, wandering will, always at last returning to itself to begin its striving anew. This is why the effect of music is more powerful and penetrating than that of the other arts, for they speak only of shadows, while it speaks of Life itself. Music is the one art which fuses all the other arts into a great aesthetic synthesis."

It will be seen, then, that an acquaintance with the fine arts is necessary to the well-being of every individual, for without it there can not be a balanced life. The emotional nature of man, if not stimulated by art, will atrophy in time, leaving an unbalanced individual who is certainly not a benefit to human society, and who may become a social menace. Shakespeare says of such an individual:

"The man that hath no music in himself,  
Nor is not moved with concord of sweet sounds,  
Is fit for treason, stratagems and spoils;  
The motions of his spirit are dull as night,  
And his affections dark as Erebus."

An aesthetic sense which enables one to perceive beauty, imaginary as well as real, is one of God's greatest gifts to mankind. It makes life happier and richer by eliminating the ugly things in life, and thereby annihilating the sordid thoughts which choke man's aspirations and lofty ideals. This aesthetic sense must, however, be expressed and developed by art. Subconscious aspirations create in the mind a sensation of unrest and anxiety comparable with those sensations which are occasioned by lack of food. Emotional expression must be provided, for there is nothing so injurious to man as the stoic repression of man's highest emotions. Deprived of self-expression, man is either a slave or a dictator. His desires are tempted from without, but his moral sense restrains him from within. Yielding to his desires, he becomes a slave to them.

Opposing them, he becomes a dictator over them. In either case, his desires lack proper emotional outlet, and his existence lacks an essential. In the too passive state, his spirit is surfeited and stifled. In the too watchful attitude, it is starved. It is here that art enters in and provides a third state to which man may revert and in which he is neither slave nor dictator. Here his desires do not lure him, nor does his sense of moral duty restrain him. Through artistic self-expression, whether creative or appreciative, he provides a proper outlet for his emotions. "Artistic creation," says Aristotle, "springs from the formative impulse and from this craving for emotional expression. . . . Above all, the function of art is catharsis, or purification; emotions accumulated in us under the pressure of social restraints, and liable to sudden issue in unsocial and destructive action, are touched off and sluiced away in the harmless form of artistic self-expression."

Music runs the gamut of all human emotions from the most profound grief to the most exalted joy. Next to religion, it is grief's greatest solace. In times of lonesomeness and sorrow, man has always found ready comfort in the universal love and pity expressed by master musicians. As Van Dyke so beautifully expresses it in his "Ode to Music:"

"Thou lendest wings to grief to fly away,  
And wings to joy to reach a heavenly height;  
And every dumb desire that stirs within the breast  
Thou leadest forth to sob or sing itself to rest."

It has been stated that music appeals primarily to the emotions. Primarily, yes, but not exclusively. The better type of music appeals to the intellect as well as to the emotions. Whenever it appeals to the intellect or to the emotions exclusively, it is unbalanced, for its appeal is merely to one side of man's nature. The highest type is that which combines intellectual and emotional enjoyment in well-balanced proportion. The importance of proper discrimination cannot be overestimated, for just as good music is frequently the spark which kindles those higher impulses in man, which, sympathetically fostered, develop into fine, noble qualities, so poor music may kindle the opposite impulses and be debasing. Almost anyone has an inclination for good music. It is merely the development of appreciation that is lacking and today there is no excuse for such a condition. The advent of the talking machine and especially of the radio has changed the entire aspect of music study. Music appreciation, largely sponsored by the Walter Damrosch concerts and lectures over the radio, has become one of the most vitally interesting subjects in the schools. Today all the finest efforts that men are making in education tend in the direction of the young child. It is then very important for the child to get the best musical training. The early years of his life is the impressionable period and if the child's musical taste as well as his latent musical ability is not wisely and zealously cultivated at an early age, his appreciation of good music will decrease.

The manifold benefits derived from the study of music prove that it



is of practical benefit to mankind. It already occupies an unassailable position in our daily activities, and it will occupy a still greater place as people learn to shun the dangers of materialism. **Emotion** is the driving power of humanity. The conduct of mankind is determined largely by the condition of its emotions. Music is not only a means of emotional expression, but an inspirer of further expression as well, and all growth, whether physical, intellectual, spiritual or emotional, comes from giving forth.

"Music was the first sound in creation, when the morning stars sang together for joy. It greets our entrance into this world and solemnizes our departure. It is the universal language which appeals to the universal heart of mankind. And there must come a time when it will be the only suggestion left of our human nature and the creation, since it alone, of all things on earth, is known in Heaven. The human soul and music are alone eternal."

Margaret Claire Henley.

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## ESSAY AND VALEDICTORY

By M. Jean Campbell, June, 1930.

When one decides to make a journey into what may seem, at the time of decision, to be a far land, one is chiefly concerned with the important question, "Where shall I go, and how shall I travel?" At the end of the journey there is sure to be reflection—wondering if the choice were wisely made, if the route were the best that could have been selected, and counting the reward which the accomplished task proffers. So it is with one who chooses the highway of education, which leads to a very definite goal. What route shall we take? What reward shall we seek?

Those of us who have now reached the end of the road at Stanstead College, rightly reflect, evaluate and plan the further investment which must be made as we pass on to larger and fuller activities in life—some into business, some into universities, some into the professional world as teachers of music. We are much more serious-minded today than we have ever before been. In retrospect we review the whole journey, and every little scene and incident along the way. Each small detail and apparently trivial thing now assumes a new perspective and an increased value.

We look at the roadway, with its sign at the beginning, "Education," with awe and respect, whereas at first, perhaps much of curiosity absorbed our thoughts and helped shape our plans.

Education—what is it? Not book knowledge alone; not the acquir-



ing of sociological theories and mastery of psychological principles; not the love of man and the fear of God; not Herculean muscles and the beauty of an Adonis; not any one of these, but all—moulded into a balanced whole which we call LIFE.

None of the above thoughts are new, for we have heard constantly about the well-rounded out life—the duty of education to train the mind, the body, the spirit and to save the soul. We, as seniors, however, think of those things with much more seriousness today than we did when our teachers were trying to instill them into us. Now we read the following quoted passages with profound interest and gravity, while once we would have read them with lagging interest and merely as a task to be performed.

We acknowledge our indebtedness to T. Raymont, M. A., for the succeeding passages, quoted from his "Principles of Education:

"Herbert Spencer has defined education as a preparation for complete living. The aims of education are manifold, including the harmonious cultivation of the physical, intellectual, aesthetic and moral sides of human nature. In one respect this statement is especially suggestive: it warns us distinctly against partial and one-sided aims. It tells us that we must so train the young as to make it unlikely that we shall tend to foster by Nurture types of character that are one-sided by NATURE—the irresolute man of reflection, such as Shakespeare has exemplified in HAMLET; or the rash and unreflecting man of action, of whom history and common experience furnish numerous instances; or the soul that seeks complete satisfaction in the aesthetic life, like that portrayed by Tennyson in 'The Palace of Art;' or the mere animal in human form, like the young man whom Addison says that 'He had a great stock of health, but nothing else; and if it were a man's business only to live, there would not be a more accomplished young fellow in the whole country.'"

"But difficulties lurk in the phrase HARMONIOUS CULTIVATION. The ultimate concern of education is to cultivate not only wealth of muscle, nor fullness of knowledge, nor refinement of feeling, but strength and purity of character; and THAT in its influence upon the habitual motives to conduct all education that is worthy the name, finds its real meaning and value. In other words, the ethical aim is supreme. By this the implication is not made that other aims are unimportant, but they are safely pursued only when they are regarded as subordinate to the highest aim—the one thing in education that cannot possibly be overdone. It is laid down, not as a mere pious opinion but as a statement taken in sober earnest, and applied unflinchingly in practice that the ultimate aim of education—that from which the significance of all approximate aims proceed—is the formation of character."

We have come to the occasion of another Convocation. Some of us have been present at former similar functions, and have witnessed with perhaps a tinge of envy those who have reached the culmination of their course at Stanstead. Some of us have longed for the time when we, too,

could march to the platform, hear a few words of final admonition and receive a diploma or be counted among the matriculants. We have wished time away, that that supposedly happy day might hasten its lagging steps.

But how differently we feel today, when the time has come for us to receive those admonitions and documents which we coveted so long. We cannot deny that we feel vastly differently, for we are sad—sad that we must part from our schoolmates, from our teachers, from our Principal and Lady Principal, and from the hallowed halls which we have so many years and months traversed.

It is doubtful whether any one of the graduating class awoke this morning and looked out over the lovely hills, listened to the familiar sounds within and without the College and realized that no bell would ring calling us to duties which had become nearly second nature to us—without feeling a distinct loss. The family life at dear Old Stanstead is one of the most cherished recollections and will continue to be throughout our lives. As little of officialism as possible exists here, and the close contacts and associations with our fellow students and with our teachers have caused us to think of the College as almost our home.

To you, our respected Principal and Lady Principal, we shall say but little because we realize, only too well, how small is the recognition of mere words. We take this opportunity of wishing you the very best of success on your trip this summer—and throughout the years to come—wherever you may continue your life of service.

To you, our esteemed teachers, we extend heartfelt thanks for all you have done for us, and for the much more which you would have done had we been more receptive. We regret our lack of application, at times, but in no way does that bespeak our lack of appreciation of your solicitude for our welfare.

To our schoolmates we also extend thanks for all their companionship has meant to us. Living in a school group, in itself, is a great lesson; and we hope that we have been good students of its secrets. We leave you with only kind memories, and with profound appreciation of your patience with us as we have grown to high and mighty seniors.

To the Trustees we also extend our thanks; for we know of their faith in Stanstead's possibilities, their recognition of their duties as they have faced not always prosperous years. Yet they have ever called out "Onward and upward" as a slogan and a challenge—their slogan and our challenge.

And so, to Old Stanstead, beautiful of situation, and to her people, pronounced in their hospitality; to our fellow students, loyal in their companionships; to our teachers, noble in their endeavors; to Dr. and Mrs. Moody, ever patient and thoughtful; to the Trustees, broad in their visions; we bid a fond and affectionate FAREWELL. Vale Dictum.

If —



1. Study were like this — and

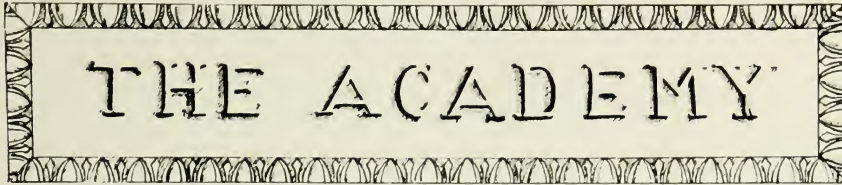
2. Dances were like this — and



3. Teachers were like this —

Oh wouldn't life  
be grand at college!





# THE ACADEMY

## VALEDICTORY OF GRADE XII

As we are about to leave this school, never to return again as students, we look back at the things we did during the school year, and wonder if we could improve on them, if given another chance. We tried our best to make us proud of Alma Mater, and even if we have no sport championships, we still have hopes of student scholarships in our examinations, which begin at the end of this month.

Grade XII has participated in every event, and we certainly did our best, although we were not always successful. In Athletics, we contributed men to every branch of sport, and we tried our best for success. In social affairs, we provided a musician, and also dancing partners for the ladies.

And now comes the big test of our career. If successful, the majority will continue to the University for a degree. We trust that some day, one of our class may find his name in the headlines of the newspapers, proclaiming him a success. This is the wish of every school and we trust we may do likewise in upholding the reputation already achieved by former graduates.

In conclusion we wish to thank the staff for the many hours of hard work they spent in trying to make us understand their work, and we hope to be able to repay them by passing with honors in our examinations.

We also wish all the students of S. W. C. great success in future enterprises they may attempt; and also to think of us as we think of them; great sports and playing the game, as it should be played.

We do not want to forget our Principal and Lady Principal, and we must thank them for their great efforts in making this school as home-like as possible, and always hope to remember them in our sweet memories of the year 1929-30.

Ernest I. Pappelbaum.

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Clarence: Would it be an offense if I kissed you?

Elizabeth: No. It would be a miracle.

## GRADE XII

### "THE LOW DOWN ON THE HIGH UPS"

Grade XII, upon the opening of their school year, displayed the utmost nonchalance when subjected to the great showers of applause that greeted their appearance in their future "Alma Mater." There was a reason for this—had they not among them the great Mr. Pappelbaum of Montreal, Mr. Vickerson, also of Montreal, Mr. Thompson of Ayer's Cliff, Mr. Lancaster of Bedford, Mr. Leblanc of Rock Island and Mr. Boyd of Cowansville, Que.

Those who have not as yet been formally introduced to these exalted personages I am sure would like to become better acquainted, so I take upon myself the honor and duty of laying before you their past life, in more or less detail.

**Mr. Pappelbaum**—This prominent gentleman first saw light in Montreal, on May 16, 1911 A. D. At an early age he took a passionate liking to shirts of all shapes and sizes; probably influenced by his father. But in spite of this deep-seated mania, he still found time to patronize numerous institutions of learning, as well as to see life in many of our country's largest villages. As well might be said of him, "a youth to fortune and to fame well known," he rests very high in the opinion of his colleagues. We wish him much luck in his predicted shirt vending campaign, during the summer months, and we are quite sure of his success.

**Mr. Vickerson**—This asset to the world graced it with his presence in Montreal on July 13th, 1910. His past is very obscure, but by rumor he played his first chords on the piano at the early age of five. Of his relations with Montreal's best society very little is known, but one can easily observe by his genteel manner, lordly brow, etc., that he might have at one time shaken hands with the king, and been very much at ease. His scholastic attainments are normal, but he hopes to, one day, make himself famous in the art of engineering, and his success is as good as assured. We are sure that he will do his best this summer to make the quotation, "on with the dance, let joy be unconfined," a reality, and the best wishes of his partners of Grade XII go with him as he tickles the "ivories" in his new station of life.

**Mr. Thompson**—This adventurous youth entered upon his life of frivolity in Cassville, on May 3rd, 1909. In spite of the fact that he was born an adventurous youth, he immediately settled down to hard study in order that he might take his place among the brains of his country and cause the name, Thompson, to become a byword in scientific lines. When small schools had done all they could for him he entered S. W. C. in hopes that he would find something which he did not already know. Here new lines opened up for him and he proceeded to have himself







T. Lancaster  
Vice-President



H. Vickerson  
President



Donald Boyd  
Treasurer



L. Thompson  
Reporter



E. Pappelbaum



Clarence Leblanc

appointed moving picture operator as a side line, in which station he felt that he might use his High School training to best advantage. Here also a great catastrophe overtook him. He fell in love. After this nothing mattered and we, his co-mates, greatly fear that he has ruined all his chances of becoming famous. Those of us who return to S. W. C. to visit in the future, greatly fear that we will find him a married man, in spite of all his arguments to the contrary.

**Mr. Lancaster**—This man of many parts—arms, legs, etc.—entered upon his earthly career in Parkbeg, Sask., on August 13, 1912. His youth he spent very quietly on his father's ranch breaking horses and wild bulls. Later he grew tired of western activities and moved eastward to find new fields to conquer. On his first arrival in Eastern cities he was quite lost, but soon adapted himself to the social and political conditions and became quite a sheik, still keeping, however, his natural reticence. On his arrival at Stanstead he was received with open arms by staff and students alike, having heard of him by the newspapers. As I said before he is a man of parts but he soon found that mathematics was his forte and the students realizing this, soon began to call him by the correct name, "The Mathematical Genius." Being a steady lad he did not allow his love of one of the college girls to disturb the natural tenor of his way and to gain her regard he is now endeavoring by dint of hard work to disprove Einstein's theory which he firmly believes does not hold in all cases. We wish him luck.

**Mr. LeBlanc**—This brain was born in Rock Island on September 16, 1911. His education was almost entirely accumulated in Stanstead College, although he has picked up much over the radio, and at various small educational centers. In his youth, living so near the border, he tried smuggling as a profession, but was soon compelled to cease his nefarious trade on account of the lack of receivers for the fly traps which he smuggled across. Recently he had decided to leave our honorable grade, and try his fortunes as a mechanic in Detroit, running speed boats. Here his mathematical prowess and cool nerve should assure his success, and contribute the first step on his march to fame.

**Mr. Boyd**—This scientific genius to be was born in Dundela, Ont., October 26th, 1911. His youth is very obscure, but this supposedly due to his modesty, and his dislike to recount previous exploits and victories. After his birth he shifted from place to place, picking up his education here, there and everywhere, but now has at last settled down for a few years in Cowansville. Among us in Stanstead he is sweeping science before him, and working on a great invention, which is, if successful, to remove fly specks from elephants' tusks. Here's to his success!

D. S. Boyd.

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A roommate is a person who never has anything of his own, and who designates all your possessions with the word "OUR."





## ALMA BAKER

She laughs until she cries.

Pet Aversion—Being serious.

Hobby—Men (night watchmen).

Activities—Basketball, Tennis.



## GEORGE PECK

Greater men than thou have lived but I  
don't believe it.

Pet Aversion—Cold baths.

Hobby—To be understood by the women.

Activities—French—and other naughty  
things.



## LETITIA HALLEY

She was a scholar, and a ripe good one.

Pet Aversion—None.

Hobby—Wild parties.

Activities—Making high marks.



## SELWYN ADAMS

Wilt thou have music? Hark! Apollo plays!

Pet Aversion—To be left out.

Hobby—Music.

Activities—Football, Hockey, Baseball, Ca-  
det Sergeant Major, Athletic Associa-  
tion, Orchestra, Tennis.



## ETHEL McCABE

She stands high in all the people's hearts.

Pet Aversion—Discipline.

Hobby—Studying at 5 A. M.

Activities—Basketball.





## JOHN JACOBSEN

To idle, yet get results, is a gift.

Pet Aversion—Chapel.

Hobby—Dodging work.

Activities—Football, Basketball, Magazine Editor, Athletic Association, Cadet Sergeant, Tennis.

## KAY MORRILL

Merriment is a philosophy not well understood.

Pet Aversion—Teachers.

Hobby—Committing indiscretions.

Activities—Basketball, Tennis, Golf.

## BRITTON MOORE

One more devil's triumph and sorrow for angels.

Pet Aversion—Staying in after school.

Hobby—Being late for class.

Activities—Football, Basketball, Track, Class President, Cadet Sergeant.

## HUBERT MORRIS

I chatter, chatter, as I go.

Pet Aversion—Latin.

Hobby—Telling others about "IT."

Activities—Track, Basketball, Football.

## GWEN NEWTON

A lady of the gods, divinely tall.

Pet Aversion—Mathematics.

Hobby—Shouting for "Cloudy."

Activities—Basketball.

## ROLPH EMBURY

I never felt the kiss of love, nor maiden's hand in mine.

Pet Aversion—Arriving at school late.

Hobby—Flirting.

Activities—Studying and thinking.

## CLASS PROPHECY

The fate of the "13" who comprised the worst graduating class Stanstead has ever known. Before anyone goes any further, stop! You must prepare to use your imagination, and more than that, you must believe in Santa Claus. If you are prepared to do this, read on!

'Twas a chilly night in February when I arrived at the North Pole. There sat Santa Claus, quite at home in the ice and snow. He hailed me cheerily enough, and I wasted no time in explaining my mission. "Good day, Mr. Claus," I began. "I am Kay Morrill, formerly of Stanstead College." Yes, he admitted knowing plenty about Stanstead. However, except in the case of a T. B. Moody, one-time principal of the College, it had never been visited. "Well," I continued, "it has been a long time, nearly 20 years, since I have seen my classmates of 1930, and I would like to know what they are doing. They probably scattered to many parts of the world and I have no way of getting in touch with them. You," I continued to Santa Claus, "keep a record from year to year of all people—could you give me some information about my classmates?" Santa Claus was quite obviously flabbergasted, but being a pretty jolly fellow, he consented. Getting his great book from its hiding place, he proceeded to search for the Stanstead ikes of 1930.

He first came to Britton Moore, but alas! What a sad story he read. Our "big" basketball, Rugby and Track star, was now nothing more or less than a henpecked husband. His wife, a famous lecturer both outside and within the home, supported him. He had once tried writing a book entitled, "Futuristic French Pronunciation." It was returned to him with the following comment, "You have great ability in writing, but your French pronunciation is a bit too futuristic." It hit Britton pretty hard, he had never quite got over it.

Now, Santa turned to Embury's fate. He is the present Mayor of Tomifobia. He is also in the undertaking business. He says he is doing his bit for those poor people who did not learn in youth to dress warmly before going out in the cold air. "I like that man though," confided Santa. "Why, he is almost forty, but he always hangs his sock up on Xmas eve."

I now asked him of Alma, how she had fared, these last twenty years. "Oh, Alma Baker," he murmured, looking through his great book. "She married three times. Her first two husbands she divorced, while the last one died. Now she is a snake charmer in a circus." "I am tired of charming men," she was once known to say, "and want wider scope for my talents."

Santa told me that Gwen Newton was also working in the circus. She had grown four inches since I had last seen her, and was the chief attraction of the circus. GWEN GROWN 4 INCHES, I could hardly believe it, but could not, of course, dispute with Santa Claus.

I now asked him if any of the old pals had returned to the dear



Alma Mater. After consulting his records for a short time, he informed me that Letitia was now back at Stanstead, teaching. This she had worked hard to attain. It was an honor to be a member of the Stanstead Staff.

Next he came to Alice McLeod. She had been awarded scholarships to both Oxford and Cambridge, but had not entered, however, explaining that professors and lectures bored her. She considered it a waste of time for her to go to College, when she knew far more than the Profs.

"There is Ethel McCabe, she went on from here, after trying both science and the Dead Languages, she decided in favor of the latter. In order to complete her education she spent some years exploring the ruins of Troy, in a vain search for the Wooden Horse, which famous animal she had read of so often in the Grade XI classroom at Stanstead. Her failure destroyed her faith in Vergil and Homer, and she is now lecturing in science at R. V. C.

I now questioned him about Jakie. He found his record in the great book, and proceeded to tell me of how Jakie was in South America. He is still working on that absurd theory "that horses will some day dig ditches." He has gone there to be away from the hustle and bustle of the world. Alone in South America, he felt he could do his best work.

"Ah, here is George Peck," said Santa Claus, coming upon the honorable George's name. When he left Stanstead, he took up Agriculture at Macdonald College, and he and a girl named Gwen are now happily married and living on a little farm in Alberta.

"Did none of the bunch go on the stage?" I asked Santa. "Let me see—Cheerio!" cried Santa, "Here it is—Magog turns out to greet a home town boy who made good." Yes, Selwyn kept on with his music until he was one of the acknowledged artists of America. He surely put Magog on the map.

"There were two others, Santa Claus, Dean Miltimore and Maurice Morris, what did they do?" "Dean," said Santa Claus, "is carrying on a very prosperous business (to all outsiders). He is selling gilded English sparrows to the wealthy as canaries. They are beginning to suspect him and—" "Yes, yes," I said, "but Maurice, what has become of him?" There Santa began to laugh. That laugh! Where had I heard it before? It took me back 20 years to Grade XI classroom. "Yes, I'm Maurice Morris," he confessed. He managed to tell me that about 1935, Santa came to him and said he was old and could not live much longer, and hated to think of those who had faith in him, losing him, so he asked Morris to be his successor, and how could he refuse? He said he knew he had received his calling and answered willingly.

I had now found all my old classmates, so after thanking Santa for his information, I left for home, where I had a job—well, I won't say where!

Kay Morrill.



## ALICE McLEOD

E'en though vanquished, she could  
argue still.

Pet Aversion—Being contradicted.

Hobby—Arguing.

Activities—Basketball.

## DEAN MILTIMORE

Of kindly speech and kindly face.

Pet Aversion—Getting up.

Hobby—Horses and animals.

Activities—Track, Tennis, Class  
Reporter.

We are very sorry that Miss McLeod's and Miltimore's illnesses made it impossible for us to get their photographs before the Magazine went to press.

Due to illness Dean Miltimore found it necessary to leave Stanstead shortly after Easter, much to the disappointment of both students and teachers.

## FRIENDSHIP

"To have a friend is to be one"  
Once said a poet true.  
Friends are those who'll help you,  
When you're feeling "lost" and "blue."  
Never a trial or trouble,  
But they will always share.  
In return for this great kindness,  
Which a friend may do for you,  
Give back to him the best you have,  
Your friendship good and true.  
If from happiness one's straying,  
And troubles weigh a ton,  
Remember well the saying,  
"To have a friend is to be one."

Anon.



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## GRADE X

### STAFF

Honorary Editor,  
Editor,  
Secretary,  
Reporters,  
Cartoons by

Mr. Steeves  
Miss Duff  
S. Soles  
B. Stewart, J. Kinnon  
G. Belyea

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### Weather Reports

Depression in vicinity of Stanstead College. Exams in near future.  
Decided showers—of tears.

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Eileen (impatiently): We've been waiting a good many minutes for  
that Mother of mine.

Britton: Hours, I should say.

Eileen: Ours? Oh, Britton, this is so sudden!

---

Charlie: Je t'adore.

Doris: Shut it yourself.

---

Lawton: I've made a great discovery,  
It beats Darwin's I think,  
I looked beneath my bureau and—  
Found the missing link.

---

Mr. Steeves: Distinguish between Plebs and Patricians.

Beryl: Well, the Patricians had ancestors, and the Plebs didn't.

---

Mr. Gordon: Why is a nautical mile longer than a land mile?  
Lee: Probably because things swell in water.



1.  
Young Charlie Cook, the whoopee lad,  
Just sowing his wild oats,  
Amuses all the faculty  
By writing pretty notes.



2.  
Garcia is a Spanish boy;  
He's sure an awful child,  
But still we're all in love with him,  
Though he IS a little wild.



3  
Beryl is another girl  
Who loves to laugh and shout  
But she usually finds some fool excuse  
Which helps to get her out.



4.  
Lillian loves to come in late,  
She never comes too soon,  
If she's supposed to come at nine,  
She's sure to come at noon.

5  
As a basket-ball player,  
Young Swallow is hot,  
But he says funny words  
When he misses a shot



6  
Edna's always drawing  
On notebook leaf or card,  
But still she's not a dumbbell,  
'Cause she studies awfully hard.



7.  
Jason writes us stories  
Of murders grim and wierd,  
I think that as a novelist,  
He ought to grow a beard.



8  
Sylvia loves to laugh and shout,  
She breaks the Golden Rule,  
So now she spends most all her time  
In stoying after school.



9.  
Young Jim Kinnon is quite a poet,  
His poems we all enjoy;  
We wonder how we'd get along  
Without this "wonder boy"!



10.



A question here, a question there,  
And while we all applaud,  
The teacher gets all flustered up  
In trying to answer Maud.

11.



11.

Clark Lawton is a farmer lad;  
He rises in the morn,  
And amuses all the countryside  
By mowing his father's corn.

12.



12.

Duffy always studies hard;  
Her history's always written  
As perfect as it's possible,  
Especially that of "Britain."

13.

Doris is a little girl  
Who gives boys many a look;  
I'm sure that when she's married  
She'll make a nice young "Cook."

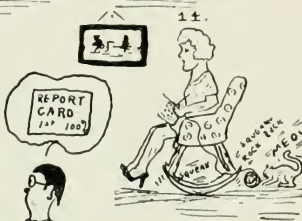


13.

Marjorie is a quiet young girl,  
Who's never very wild;  
It must be nice, it seems to me,  
To be so meek and mild.

15.

Edson studies very hard,  
He'd love to lead the class,  
But just this Easter term, he found  
He almost didn't pass.



14.

16.

Belyea draws us pictures  
Of horses, cows, and men;  
He surely seems a hot one  
At slinging a wicked pen.

16.



17.



17.

Happy Hulin, the Rugby star,  
He vows he'll train no more,  
So now he spends most all his time  
In Mr Telford's store.

## GRADE IX

Honorary President,	Mr. D. Campbell
President,	Scott Kneeland
Secretary,	Donna Morgan
Reporters,	Glen Brown, Millicent Brennan

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### JUST US

Grade IX is a brilliant class indeed,  
 As brilliant as any school would need;  
 I'll try to describe it in a very few words,  
 Disregarding some of the slight discords.

Kneeland, our president, is tall and officious;  
 Thomas is shorter, but oh, how he blushes!  
 Isobel's young, but she's terribly wise;  
 Edith Belyea's a terror for her size.

Donna is generous with all she doesn't want,  
 And Ruby herself, forms a triple Entente.  
 Brown may not show it, but he has a great weakness,  
 I'll not mention her name here, because of his meekness.

Edith Morris says, "He who takes Latin's a rotter."  
 Elaine is the cause of all the man-slaughter.  
 Frank thinks of nothing but his work and his "Bridget,"  
 We expect we'll soon see him on the stage as a midget.

These, plus myself, form Nine's composition,  
 We hope that those who come next will have as good a disposition.  
 (They'll need it.)

---

## GRADE VIII ROUTINE

Sometime around eight forty-five, we wander over to Chapel, and for the next fifteen minutes we exercise our throats and voices, at the expense of someone's ears.

At nine school begins with a vengeance, for we have Miss Godue, thundering French in one ear, while we do our best to let it out the other. Sharp at ten we tear back to our own classroom where Mr. Campbell tries to expound some arithmetic to us. On odd days he tries to enlighten us with some Geography. At five minutes to eleven we have recess, and if the speed we clear that room in could be saved up, I verily believe there would not be one death through fires in schools. Sometime be-

tween eleven and five minutes past, we amble back to class and try to take in some History. From half-past eleven to twelve we have a spare period. Then we study how to pass notes without the teacher knowing it. This is one period when no one is late.

About fifteen minutes past one we stroll along to class and by half past we are comfortably settled to make a pretense at studying. During the first hour we enjoy the reading of some English Literature, not to mention occasionally some Grammar. Around 2:15 we romp into Grade IX classroom for two reasons—one because it is a spare, and the other because we want to hear someone besides ourselves catch lines for not being able to "Parlez-Francaise." When a quarter-to-three bell rings we drift back to Grade VIII classroom, for another spare to learn a few more points on the technique of note passing.

Our last half hour is spent in trying to conquer Caesar's ancient and noble language, but with little success. At three forty-five we walk out of school, not knowing much more than when we came in.

---

### THE MURDER

It was a hot night in the middle of summer. The window of the bedroom was wide open. A figure came through the window. He saw his victim and surely and swiftly he moved towards him.

He raised his weapon high, and was bringing it down, when the victim moved. He stopped quickly; had he seen him? No. Once again he raised his blood-thirsty weapon over the body. He was about to bring it down for the fatal stab, when whack! The victim had awakened and cried, "Ha, ha, Mr. Mosquito, you'll never bother me again." And he whisked him out of the window.

---

The more you study  
The more you forget  
The more you forget  
The less you know  
So why study?

The less you study  
The less you forget  
The less you forget  
The more you know  
So why study?

---

Miss Arkley found it necessary to leave school and on April 11th she was presented with a small silver dinner gong, as a token of appreciation from the Latin students of Grade VIII.



## ACADEMY-CONSERVATORY AT HOME

The first Academy-Conservatory At Home took place Friday, May Sixteenth, in the gymnasium of Stanstead Wesleyan College. The Gym was decorated for the occasion with a false ceiling of red and white streamers, and banners of all places on the continent were floating around. The Canadian and American flags were hung on opposite sides of the Gym.

The receiving began at eight o'clock. Dr. and Mrs. Moody, Mr. John Jacobsen and Miss Margaret Henley were the reception committee.

The grand march began and everyone promenaded around the gymnasium. An address of welcome followed, given by Mr. A. Gordon, headmaster of the Academy, and Mr. J. D. McFadyen, director of Bugbee Business College, responded on behalf of the visitors. This was followed by several dances and then came the supper prom. Refreshments were served by Academy and Conservatory students.

The musical program followed. Selections were given by Misses M. Henley and Jean Campbell, Mr. S. Adams and Miss B. Putney.

More dances and proms followed. The evening came to a close with the singing of "God Save the King." The music was furnished by the school orchestra, composed of Messrs. H. Vickerson, S. Adams and R. Lowell, assisted by Miss A. Noble.

The writer wishes to extend his thanks to all those on the different committees who co-operated with him to make this "At Home" a success.

We hope that this affair will be an annual event and we, who are leaving, wish the remaining Academy and Conservatory students much success.

Ernest I. Pappelbaum, Chairman.







4 DATES - CRUMHOLT



COACH



HEAVENLY TWINS



DUOBEE "AT HOME"

SUGARING-OFF

"LISTEN MY SON"



ME AND THE BOY FRIEND



SWEET STUFF



DUOBEE & CO.





7. Piano: (a) Rhapsodie No. 5 ..... Liszt  
 (b) Staccato Etude ..... Rubinstein  
 GEORGE RIVARD
8. Violin: Allegro Scherzoso ..... Lauterbach  
 MURIEL HEATH
9. Song: Waltz from Romeo and Juliet ..... Gounod  
 MURIEL HATTON
10. Violin Quartet: (a) Caprice Scherzando ..... Dont  
 (b) Melody ..... Dawes  
 (c) Hopak ..... Moussorgsky  
 MURIEL HEATH JEANNETTE WOODWORTH  
 ADELE NOBLE SELWYN ADAMS
11. Playette: The End of the Rainbow (A Fantasy) ..... Webber  
 Scene: A Wild Wood. Time: An April Evening.

### CAST

Pierrette ..... Edith Belyea  
 Pierrot ..... Elizabeth Thompson  
 Will o' the Wisp ..... Barbara Lamb  
 Accompanists: Elsie McFadzen, Winona Pomeroy, Muriel Heath.

Mention must be made of the pleasing recital given by Miss Murray on the occasion of her first appearance after joining our staff. We quote in part from the local press. "Miss Murray's talent showed to best advantage in 'The Rivals.' Impersonating two masculine characters, she made them live before the audience, and seemed most at home in the part of the exacting and usually unreasonable 'old man.'"

The "Bird's Christmas Carol," a play in three acts, put on, on December 13, by the dramatic class under the direction of Miss Murray, was a decided success.

### CHARACTERS

#### The Bird Family

Carol Bird,	Donna Morgan
Mrs. Bird,	Beth Scott
Mr. Donald Bird,	Scott Kneeland
Uncle Jack,	Kelso Johnston
Elfrida Clifford, Carol's Nurse	Jean Campbell
Their Neighbors—The Ruggles in the Rear	
Mrs. Ruggles,	Eileen Duff
Sarah Maud,	Frieda Raymond
Peter,	John Peters
Peoria,	Grace Dawson
Kitty,	Evelyn Smith
Clement,	Howard Ayer
Cornelius,	Kay Bready
Larry,	Alfred Bissonnet

The Conservatory will have three graduates this year: Mrs. Lillian Moore, Miss Margaret Henley, and Miss Jean Campbell. Mrs. Moore wins the soloist diploma. Her recital will be given on May 30. Miss Henley and Miss Campbell both receive the Teacher's diploma. They will return next year as members of the staff, and do post graduate work.

There will be several changes in the staff for the coming year. Miss Heath has resigned her position as head of the violin department. Miss Noble will be her successor, and Miss Jessie Ward, Mt. Allison, will be the second violin teacher. Miss Hatton, our voice teacher, will be succeeded by Miss Pauline Newington, graduate of the New England Conservatory. Miss Pomeroy has been given a year's leave of absence and her work will be taken by Miss Henley and Miss Campbell.

Good reports come from our recent graduates.

Isabel Davis has a piano class of twenty-five in Outremont, Montreal.

Herbert Vaughan is teaching piano, voice and harmony in the Potter School of Music at Estevan, Sask.

Louise Masten will graduate this year from the vocal normal department of the New England Conservatory. She will return next year for post graduate work and the degree of Bachelor of Music. The officials of the Conservatory speak warmly of the work that she has done.

Ethel Ames gave up her flourishing piano class last September, to become Mrs. George Cowles.

George Rivard has been doing post graduate work this year with Mr. Martin. He appeared in two recitals and pleased the audience greatly by his finished playing.

In closing this report, we would express the wish that the overtones from our Conservatory may be far reaching and that the coming year may bring even greater success.

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## UNDERTONES ON THE CAMPUS IN MAY

A poem a la fox trot form.

When you come to the end of a perfect day,  
And you wander alone with your thoughts,  
Odd tones ring out in a distracting way,  
Till your thoughts to Pierce Hall are brought.  
Do you think what the sound of that fearful din  
May do in the study hall?  
Theorems when that noise is on  
Would prove Euclid's downfall.  
Do, re, mi, so, la, si, do,  
Sounds forth from Sel's violin,



Next door does Jean hold forth in song,  
Her voice some man will win.  
And then, 'tis true, that isn't all,  
For listen, if you must,  
There goes that smashing piano piece,  
Marg. plays it, doesn't she just!  
Some minor tones ring out, too true,  
When others try their art,  
With all the thumps so diligent,  
They're making quite a start!  
And then we hear more undertones,  
When "Herbie" mounts the stool,  
His feet tramp o'er those organ notes,  
Like fishes in a pool.  
Ye Gods! What can one do,  
But listen to that din?  
Yet study must be done each night,  
Or trouble will begin.  
But stay! one settles down to work,  
Until those noises cease,  
And then when all is quiet there,  
One's lonesome in the peace.

---

### THE CORRESPONDENCE STUDENT'S PRAYER

Mr. McFadyen is our teacher. He maketh us to study hard lessons, he leadeth us through the pages of our correspondence, he bringeth us knowledge for our diploma's sake. Yea, though we walk into the classroom, we shall fear no hundreds, for he is with us. His questions discomfort us. He prepareth an examination before us, in the presence of our ignorance. He anointeth our papers with red marks. Our marks runneth low. Surely ignorance and failure shall follow us all the days of our life, and we shall dwell in this Bugbee Business College, forever.


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### EXPERTIZE


Motor Cop to Mr. McFadyen: So you saw the accident, Sir. What was the number of the car that knocked this man down?

Mr. McFadyen: I'm afraid I've forgotten, but I remember noticing that, if it were multiplied by 80, the cube root of the product would be equal to the sum of the digits reversed.







John La Roche




John La Roche




John La Roche




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John La Roche



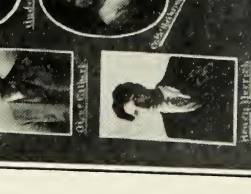
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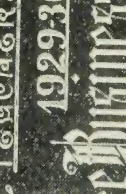
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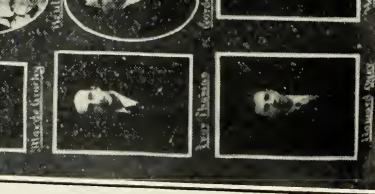
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1929-30


# Bugher Business College

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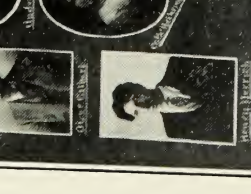
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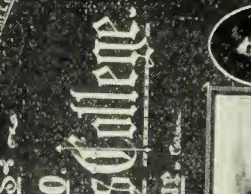
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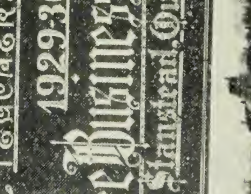
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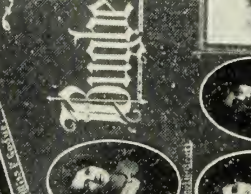
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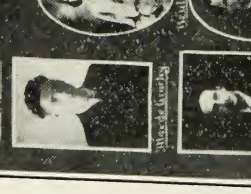
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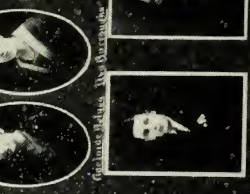
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### LITERARY SOCIETY EXECUTIVE

Honorary President,	-	MR. J. D. McFADYEN
President,	- - -	WM. C. DODGSON
Vice-President,	- - -	FREIDA RAYMOND
Recording Secretary,	- - -	AGNES DUNBAR
Treasurer,	- - -	LAURENCE WRIGHT
Reporters,	- - -	ELIZABETH THOMPSON
		MALCOLM MOWLE

As old King Sol moves onward in his great march of time, we find B. B. C. students preparing themselves for the tasks of life and June 8 will see many anxious young people in possession of coveted diplomas.

Although all members have not completed the course pursued, fine progress has been made and no one will leave, this year, without a thorough consciousness of gaining a business training that will prove invaluable in time to come.

The class pin of 1930 will always be cherished as a souvenir by all the students, and especially by any who were not fortunate enough to land a "parchment sheet."

Besides leaving the usual class picture, a beautiful Mantle Chime Clock was presented to the school as a slight token of the very fine spirit that prevailed between staff and students. At no time was there anything to mar the splendid feeling of cooperation and friendliness throughout the year, and, our ambition now is to impart this spirit in our new adventure, THE BUSINESS WORLD.

Again this year has been an unqualified success as far as the B. B. C. Literary Society is concerned. Early in September this association was reorganized. The officers elected proved their ability by having a program each Friday afternoon that was not only entertaining but mutually educational and beneficial.

The programs were varied, and every member of the class took part in at least one meeting. They consisted chiefly of speeches, debates, magic tricks, readings, contests, etc. A few business men also gave very

interesting talks, and we were frequently assisted by Mr. McFadyen who put the finishing touches on by kindly criticism and constructive suggestions as well as contributing addresses on "Personal Efficiency."

A new feature of the meetings was the introduction of "THE ONE LUNG," which was soon adopted as Bugbee's official paper, and under the editorship of Elizabeth Thompson and Agnes Dunbar, made a "hit" each week. Many laudable articles on College life, together with numerous jokes that at times were peculiarly applicable, and current class events, were published that would, in fact, do justice to the Stanstead Journal.

---

### OUR GIRLS

B acon	dun B ar	s C ott
str U thers	h U tton	w O od
G raham	S cott	ro L lins
B elyea	Hethr I ngton	channe L l
m E rriman	raymo N d	will E y
conv E rse	nours E	burrou G hs
	S mith	mousl E y
	thomp S on	

### OUR BOYS

B	g	d	B		P
r	i	e	e	m	e
e	l	r	l	O	t
a	B	r	a	w	e
d	e	i	n	l	r
y	r	C	d	e	S
	t	k			

le B reton	coom B s	gru C hy
degr U chy	h U nting	cr O ok
wri G ht	Dodg S on	schmok L er
no B le	h I ll	russe L l
farl E y	joh N ston	low E ll
h E on	middl E ton	de G ruchy
	mu S grove	r E ed
	thoma S	

---

Gilbert (at Bugbee Prom.): May I have the next Prom?  
 Agnes: Yes, if you can find a partner.

### HE REACHED THE TOP

Many articles might be written on young men graduates from B. B. C. but so far the College Magazine has taken no particular notice of their success. A few years ago, but within the regime of the present director of Bugbee, Mr. A. Harman Andrews from Coaticook registered as a commercial student and later graduated with honor standing. A position was immediately secured for him at McKim's Ltd. This did not show sufficient opportunity for advancement so Harman slipped across to Lyman's Limited (Wholesale Druggists). Here he has remained to this day. In his steady and sure advancement from year to year he has set an example for other young men starting out in the business world. He early formed the habit of retiring early and rising early and taking sufficient exercise so that in 19 years he has not lost one day through sickness. One year ago Mr. Andrews was elected Manager of Lyman's Ltd. At the recent annual meeting of the Shareholders of "Lyman's Ltd." and of "Lyman's Agencies Ltd." he was elected a director of both companies, and at subsequent meetings of the directors of these companies he was appointed Managing Director of each. This means that Mr. A. H. Andrews will have complete charge of the operations of both businesses in all departments—surely an achievement seldom surpassed by anyone on the sunny side of forty.

---

"The elevator to success is not running, you must take the stairs."  
—B. B. C. motto.

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### B. B. C. "AT HOME"

The Bugbee Business College "At Home" stands out as the big midyear social event of S. W. C. On Friday evening, February 11th, Bugbee rooms were taxed almost to capacity. Many of the guests made very flattering comments on the marvellous transformation of the school rooms into what more nearly resembled a summer garden than a place of business. With tastily arranged evergreens, fancy decorations, pennants, cushions and parlor furniture and a brilliant display of beautiful dresses and smiling faces the effect had to be experienced to be appreciated. The reception committee, consisting of six of the students, viz: Misses Elizabeth Scott, Freida Raymond and Elizabeth Thompson and Messrs. Wm. Dodgson, Ronald Reed and Kelso Johnston, were lined up at the entrance to the main hall to receive the guests as one by one they were ushered in by others of the Bugbee boys under the direction of Mr. Albert Beland, the head usher. The college orchestra under the direction of



Mr. Martin furnished music for the promenades and waltzes. Miss Millicent Brennan played a piano solo, Miss Jean Campbell rendered two vocal solos and Miss Eileen Duff gave two short orations. This feature of the program was exceptionally good and highly appreciated. The word of welcome was spoken by Mr. J. D. McFadyen and responded to by Dr. T. B. Moody. After a light lunch of ice cream, cake and candy had been served Mr. Wm. Dodgson, president of the B. B. C. Literary Society, and Mr. Kelso Johnston, on behalf of the Literary Society, with a few well chosen words presented the Business College, through Mr. McFadyen, with a beautiful parlor clock with chimes, as a token of remembrance of their year at B. B. C. Mr. McFadyen made a suitable reply on behalf of the school. A feature that added much to the evening's enjoyment was the presence of a nine-tube, screen-grid Philco radio which Mr. McFadyen had loaned for the occasion. A very enjoyable evening came to an end at 10:45 by singing most heartily the two national anthems.

---

### JOKES

Boy Friend: I've a friend I'd like you girls to meet.

Athletic Girl: What can he do?

Chorus Girl: How much has he?

Literary Girl: What does he read?

Society Girl: Who are his family?

Religious Girl: What Church does he go to?

College Girl: Where is he?

---

Musgrove: Since I bought my Ford, I don't have to walk to the bank to make my deposits.

Johnston: You drive there, eh?

Musgrove: No, I don't make any.

---

Russell: I'm writing jokes for "The One Lung" but I can't seem to think of any tonight to send in.

Florence: Send in your picture.

---

Dean of Boys: Coombs, how is it I find you down here in the kitchen with your hand in the cookie jar?

Coombs: I don't know, sir, unless it's because you wear rubber heels."

---

CONUNDRUM

A soldier lost his left arm in the war, and so his right arm was left. His left arm was not left, since it was cut off, and his left arm was right. If he had lost his right arm instead of his left, his left arm would have been left, instead of his right, but that's not right for his right arm was left and not his left.

---

## PARSING

Mr. Steeves: "Parse the sentence, 'Tom will marry Bunty.'"

Student: "Tom's a noun, because he's the name of something; will marry is a conjunction, because it joins Tom and Bunty, and Bunty is a verb, because she governs the noun."

---

Reed: Jim, what would you rather be if you weren't an Englishman?

Jim: A Frenchman, of course.

Reed: Musgrove, what would you rather be if you weren't an Irishman?

Musgrove: I'd be ashamed of myself.

---

Mr. McFadyen: Crook, why were you late this morning?

Crook: The bell rang before I got here.

---

Salesman: Here's a nice Valentine, "To the only girl I ever loved."

Noble: That's fine, I'll take five of those.

---

Dr. Moody (in sociology class): "What is a polygon?"

Middleton: "A man with many wives."

---

Mr. McFadyen: Tom, I'm afraid I'll never see you in Heaven.

Tom: Gee, uncle, wotcha been doing now?

---

Mr. Gordon: Now, use the past tense of the verb "go" in a sentence.

Papplebaum: "Alluf a sodden, de man gave vent to his feelings."

## HOLMES MEMORIAL SCHOOL

The school session of 1929-30 opened with an enrollment of two hundred and fifteen pupils. This marked increase in the number of students being largely due to the consolidation of several schools to the north of Stanstead. The addition of two members to the teaching staff, and a general remodelling of the building, including two fine new classrooms, and other improvements, had anticipated this expansion.

Our conviction, that in consolidation is found a happy and practical solution of the rural school problem, seems well justified by the year's experience. Weather and road conditions have not prevented the arrival of any school van even once during the year; and, in spite of distance, these pupils have found time for music and other work outside the classroom subjects, as shown by an increased registration in the Conservatory, where the number of Intermediate school pupils, studying music and oratory, has reached thirty-two.

Grades 1 and 2 became the proud possessors of a certificate, recognizing five years' enrollment, as a Junior Red Cross Group. The presentation by Miss Butters was an interesting feature of one of the group meetings. Besides working, as usual, to aid the regular Red Cross activities, the groups are buying a First Aid cabinet to meet school needs.

School fair prizes to the value of forty dollars, for the last season's entries, and applications from seventy-four pupils for seed for the coming one, give evidence of continued interest and enthusiasm along wholesome lines.

Penmanship diplomas with the required standard of ninety per cent, were won by Doris Mousley in Grade 7, and Lloyd Bless in Grade 6, at the close of the second term, and other pupils hope to secure the same standing before the end of the year.

The school has again to express its appreciation to Miss Colby for the privilege of enjoying the McGill Traveling Libraries; and to extend thanks to the members of the North Stanstead Women's Institute, for the gift of a fine flag.

R. Wharram.

---

Mowle: "The more I read, the less I find I know."  
Reed: "You read a great deal, don't you?"

---

Physics Teacher: "What's in a vacuum, Russell?"  
Russell: "I have it in my head, but I can't express it."



# SPORTS



1929-1930

## RUGBY "29-30"

This year's Rugby team, contrary to public opinion, proved to be an efficient machine, due to the coaching and training of Mr. Moore, the captain, Mr. Steeves, the coach, and the cooperation and hard work of the players.

Interest was aroused in the Eastern Townships, by the presentation of a cup by Mr. Aime Biron of Sherbrooke, to a League which was formed, comprising Bishop's College School, Sherbrooke High School, and Stanstead College. It proved to be very successful to all concerned, and all due credit must be given to Bishop's College School for winning the cup.

The first game of the season, following the usual custom, was between the Old Boys and S. W. C. This game terminated unfavorably for the College, the final score being 10-8, in favor of the Old Boys.

The opening game of the league was played at Lennoxville, between B. C. S. and S. W. C. We were defeated, nevertheless, the game revealed the fact that we had promise of developing into a good team. Various weaknesses were discovered, and lack of team play and condition were apparent. In the following week of hard practice, these faults were remedied, with the result that in our next game, we tied Sherbrooke High on their own field, and it was apparent that only lack of condition prevented us from winning.

Our improvement was obvious, when in the return game with Sherbrooke, we defeated them with a score of 9-6.

On the result of the final league game depended the championship. This was played at S. W. C. between S. W. C. and B. C. S. Our team, playing in hard luck all the way through, lost to B. C. S. after a hard struggle. This gave the championship to B. C. S., who fully deserved it, playing well all through the season, and showing the best of sportsmanship upon all occasions.

At different times throughout the season, Bugbee and Grade 12 vs. Academy games, provided interest and roused enthusiasm among the students. Three games were played, two of them on week-ends, between league games, and the deciding one in the spring. Bugbee and Grade 12 were successful in defeating their rivals two games out of the three.

All the games were interesting to watch, especially the play-off in the spring, which was played without any spring practice, and on a field which would have put a boy to shame. It is hoped that these games may be continued in future years, and that Academy may eventually succeed in putting the Bugbee cohorts to rout.

Results of season's games:

- S. W. C. vs. Old Boys at S. W. C. 8-10.
- S. W. C. vs. B. C. S. at B. C. S. 1-10.
- S. W. C. vs. S. H. S. at S. H. S. 6-6.
- S. W. C. vs. S. H. S. at S. W. C. 9-6.

S. W. C. vs. L. H. S. at S. W. C. 27-0.

S. W. C. vs. B. C. S. at S. W. C. 5-10.

Line-up of team:

1. Left half,	Boyd	7. L. Inside,	Hulin
2. Center Half,	Hoy	8. R. Inside,	Kneeland-Mowle
3. Right Half,	Swallow	9. L. Middle,	Adams
4. Flying Wing,	Bready	10. R. Middle,	Farley
5. Quarter,	Moore	11. L. End,	Jacobsen
6. Center,	Noble	12. R. End,	Kirwin
Substitutes: Morris, Crooke, Johnston, Lancaster.			

### HOCKEY, 1929-30

The first meeting of the S. W. C. senior hockey team was held early in December, 1929, and resulted in Mr. Lawrence Wright being elected manager, Mr. R. L. Steeves as coach, and Mr. Mowle, captain. At this meeting it was decided that we would not enter a team in the E. T. J. H. L., but would enter the Border Hockey League, which would consist of four teams, Olympics, Butterfields, Bank and Customs, and the College.

We would be up against much older and more experienced players than ourselves, but were fortunate in having a large number of players to choose from. After several successful practices and a couple of exhibition games, under the coaching of Mr. Steeves, we were ready for our first League game.

We started out at a great clip, winning our first two games by a wide margin. In the next three games to follow, we were not as successful, although we had the best of the play, the "breaks" went against us. Two of these games went overtime, but we lost three straight by the same score, 2 to 1. We seemed to hit our stride again in the last game, but it was too late, we lost the League to Olympics by one point. On the whole we broke even with each team winning one game and losing one.

The score of our League is as follows:

College 4, Bank and Customs 0.

College 5, Olympics 1.

Butterfields 2, College 1 (overtime).

Olympics 2, College 1 (overtime).

Bank and Customs 2, College 1.

College 3, Butterfields 1.

Perhaps, by far the most interesting games for us were the inter-class games, between the Academy and Bugbee. There has always been a great rivalry between these two teams. But this year, Bugbee was



superior, winning all the games, nevertheless, they were hard fought games, and the Academy took their defeat like sportsmen.

The games were as follows:

Bugbee 5, Academy 2.

Bugbee 2, Academy 1.

Bugbee 4, Academy 2.

Bugbee 3, Academy 2.

Our finances did not permit many exhibition games, but we managed to get into Montreal during the Christmas holidays, and played two games, winning one and losing one. We also got in a trip to Sherbrooke, but made a poor showing in that game. Our last game of the season was against a picked team from the Border Hockey League. We could not expect to win it, but we certainly gave them a great surprise, by forcing them to play 30 minutes overtime, before they were successful in notching the winning goal.

Our exhibition games and scores:

College 3, Montreal High 0.

Sherbrooke High 3, College 0.

Westmount 2, College 0.

Olympics 3, College 2 (overtime).

Our team was very well balanced and it would be difficult to pick out any particular star, because each player did his best, which is all that could be expected. Great credit should be given Mr. Steeves, for the manner in which he handled the team. We were taught to "play the game," which after all is what we are after in any game. We were, perhaps, too well rewarded for our efforts, by the wonderful feasts given to us, by some of the staff, after each game.

In closing, the team wishes to thank the Staff, the Student Body, and our many supporters from outside the College, for their cooperation and enthusiasm during the whole of the season.

The line-up:

Goal, Brown and Wright; defense, Reed, Adams, Kneeland, Noble, Papplebaum; center, Mowle and LeBlanc; wings, Boyd, Farley, DeGruchy, and Crook.

M. Mowle.

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## BOYS' BASKETBALL

With the close of the football season, the gymnasium became the scene of activity. A class league was organized, and many interesting games were displayed to the spectators. There proved to be many skilled players, but unfortunately, the hockey team took its toll from our ranks.

Nevertheless, a fair team was picked from the candidates. The season opened with the Derby Academy team visiting us, and we were successful in defeating them, 20-10. Then the holidays, and on our return we traveled to Island Pond. Here, our lack of practice and inexperience proved our downfall, and we were defeated 30-8, but we were





SENIOR GIRLS' BASKETBALL TEAM



SENIOR BOYS' HOCKEY TEAM



greatly disappointed with the poor sportsmanship shown by the winners. Our next venture was more successful, when we succeeded in turning back the Town team, 44-18. Sherbrooke was our next stopping place, and we certainly stopped as Sherbrooke High trimmed us, 37-18. Derby Academy were our next hosts and again we were successful in turning the tables on our rivals, beating them, 12-8. The season ended with a most thrilling and exciting game, in the College Gym, with the Newport Center team. The issue was in the balance until the last minute of play, when a Newport man shot a basket, and sent us down into defeat, 25-23.

Although we were not very consistent in winning games, it proved a fair season with the team giving its foes a good fight in every game.

The team was as follows:

Forward, W. Swallow; sub., M. Peel; forward, J. Jacobsen; sub, H. Vickerson; center, B. Moore; sub, E. Farley; defense, H. Morris; defense, C. Cook.

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## GIRLS' BASKETBALL

The season opened with less enthusiasm on the part of the girls than might be expected, considering basketball is the main sport of the Stanstead girls. Our coach, however, was soon confident as to which five would carry the "Red and White" to victory—or defeat.

Some difficulties had to be met in arranging the basketball schedule, but we were finally successful in obtaining more games than have been scheduled for the last few seasons, and although not able to gain victory in every game we played (as hoped for by the enthusiastic team), we did succeed in winning three out of five.

Our first game was played at Newport Feb. 15, 1930, where we met defeat at the hand of our opponents. The score was 23-16.

The second game, Feb. 22, 1930, in which Derby Center played at Stanstead, we were successful in winning with a score of 26-6.

In the return game at Derby, Feb. 27, we again met with victory. The score was 14-4.

Next, Bishop's College played with us here and although we were again victorious, we do not give ourselves particular credit nor claim to be at all superior players. The game was played with a great handicap for the visiting team, as boys' rules were played throughout the game, contrary to the rules used by Bishop's College. We liked and appreciated the splendid sportsmanship shown by the outside team. March 8, 1930.

The last game was played at Sherbrooke, where we met with a crushing defeat. Score 35-9. March 15, 1930. Although the game was one-sided, and the hopes of our team somewhat fallen, after the game, the

trip was much enjoyed, and we plan that next year things will be different.

The girls who played on the team this year are:

Bunty Greenbank, Captain, Forward; Millicent Brennan, Forward; Gwen Newton, Forward; Kay Morrill, Centre; Ethel McCabe, Guard; Alma Baker, Guard.

We hope that next year more of the girls will try for the team, and show greater interest in the game. It is up to us to show enthusiasm and sportsmanship, and endeavor to bring honor to our College.

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### S. W. C. BASEBALL 29-30

This year, at the first signs of spring, baseball enthusiasts were to be seen on the dry spaces in the field, tossing the ball to and fro. Ever since the beginning of the season, the turnout for baseball has been large, and a great deal of interest has been shown in the team. We have played only two games, so far in the season, and one of these was a battle between Bugbee and Academy, but it is hoped that more games will be arranged in the near future.

The results of the two games played are as follows: Bugbee vs. Academy, 6-7. S. W. C. vs. Bank & Customs, 6-3.

D. Boyd.

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### TENNIS

Due to unsuitable weather, the tennis season of this year has been rather slow in commencing. However, as the courts are now in good condition, the usual tournaments for both girls and boys will be carried on. As there are very few old students back from last year, the outcome of these tournaments is very uncertain. Nevertheless, with the keen enthusiasm which exists on both sides of the house, they should be as successful as those of the past seasons.

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### EASTERN TOWNSHIPS INTERSCHOLASTIC TRACK MEET

The meet was held at Stanstead College as usual, May 17, 1930, teams from the outstanding schools in the Eastern Townships competing. The Southern Canada Power Trophy was won by Sherbrooke High School. Donald Boyd of Stanstead College was individual high scorer, claiming the cup for that feat, with a total of twenty-five points. In every way the meet was a success, and the teams left for their homes well pleased with their annual track meet.

## ACTIVITIES OF STANSTEAD COLLEGE CADET CORPS

No. 256

Our Cadet Corps has enjoyed a very successful year and we trust a profitable one to the boys. Our activities have been more varied than usual as we availed ourselves of the opportunity extended by Cadet Headquarters whereby we might put on First Aid and Signalling instruction. Mrs. McGilton and Dr. Stockwell acted as instructors in First Aid class and the examinations were conducted by Capt. Cameron of Montreal which examination resulted in the entire class receiving their First Aid certificates from the St. John Ambulance Association. Mr. L. R. Steeves, B. A., instructed the Signallers which was another 100% successful class. Examinations were put on by Capt. Burgess. We did a considerable amount of target shooting taking advantage of our indoor range which was again put into operation this year. This work was supervised by Lieut. Campbell and C. Q. M. S. Wright. Although we did not enter any competition other than our own, we feel that considerable progress has been made and we hope next year to compete in the Provincial shoot.

Physical Culture classes for all cadets were conducted during the College year by the O. C. These classes alternated with Squad and Arm Drill in such a way as to have at least half an hour drill every morning each school day throughout the year in some branch of Cadet work.

The following is a list of officers and N. C. O.'s: Lieut. L. G. McGilton, O. C.; Lieut. J. D. Campbell, Adjutant; Cadet Lieut. H. Vickers, O. C. No. 1 Platoon; Cadet Lieut. D. Boyd, O. C. No. 2 Platoon; C. S. M., S. Adams; C. Q. M. S., L. Wright; Sergeants, B. Moore, K. Johnston and J. Jacobsen; Corporals, Middleton, Pappelbaum, Thompson, Dodson, Reed, Farley, Mowle and Thomas.

Our annual inspection will not take place before going to press but we trust it will be carried out successfully.

The O. C. wishes to thank Mr. Campbell, the Instructors, Cadet Officers, N. C. O.'s and all cadets for their cheerful co-operation throughout the year.

L. G. M.

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Dean of Boys: "Where were you last night?"

Jim: "Oh, just sitting around with the boys."

Dean of Boys: "Well, tell them not to leave their vanity cases on the steps next time."

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Salesman: Let me sell you a radiator cap.

Kelso: No, I don't like caps, that's why I wear a DERBY.



**CLOSING WEEK EVENTS, STANSTEAD COLLEGE****JUNE, 1930.****Friday, June 6—**

8:15 p. m. Senior Recital, Pierce Hall.

**Saturday, June 7—**

8:00 a. m. Tennis Tournament Finals.

2:00-5:30 p. m. Cadet Inspection by Lt. Col. Keefler.

Awarding of "Gordon McIntosh Trophy" by Veterans.

Physical Training and Drill by Girls' Gymnasium Class.

Sports, with Band in attendance.

5:30 p. m. Alumni Banquet in Centenary Church Hall.

8:00 p. m. Alumni Reception.

**Sunday, June 8—**

10:30 a. m. Annual Church Service in Centenary United Church.

Special Preacher, Rev. Dr. H. Mick, Westboro, Ont.

7:30 p. m. Evening service in Opera House, Rock Island.

Special Preacher, Rev. Dr. H. Mick.

**Monday, June 9—**

a. m. Completion of Tennis Tournaments.

2:00 p. m. Junior Recital, Pierce Hall.

8:00 p. m. Reception in College Parlors.

**Tuesday, June 10—**

2:30 p. m. Convocation in Centenary Church.

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**STANSTEAD COLLEGE PRINCIPAL RECEIVED DEGREE**

The editorial staff of the College Magazine wish to add their congratulations to those being tendered to Principal Moody, on the successful attainment of the degree of Doctor of Theology from Xenia Theological Seminary.

The following, taken from the press, is self-explanatory:

The degree of Doctor of Theology was conferred at the spring convocation, on Thursday last, at Xenia Theological Seminary, upon Rev. T. B. Moody, M. A., S. T. D., Principal of Stanstead Wesleyan College.

The degree was conferred "in causa" and was earned by examinations and thesis.





FIRST AID CLASS



SIGNALING CORPS



## DR. MOODY RECEIVES WORD FROM A PRINCIPAL OF FIFTY YEARS AGO

Rev. Dr. Moody,  
Principal of Stanstead College,  
Stanstead, Que.

1194 W. 30 St., Los Angeles, Calif.  
May 7, 1930.

Rev. and dear Sir:

Allow me to thank you for your kind favor and Prospectus of March 7. You should have been answered before this, but I have had some trouble with my ankles—not exercise enough—and just yesterday I finished the conclusion of my fifth book—on the Atonement. The fourth book in verse, recently published, was on Japan. Please let me know what you have. I wish you to have all my pamphlets and books in your College library—if that is your pleasure.

Of course, I have many solicitous memories of your beautiful town, and also many pleasant memories. The Trustee Board, of which I was Sect. for several years, was composed of a company of genial gentlemen. I do not think we ever had an altercation. We had most serious meetings; but always were amicable. The Conference got discouraged and passed a most ominous Resolution. But the Good Lord delivered us out of all our fears.

But in the effort which we made, the ministers at Conference promised \$5,000. Then Stanstead promised \$5,000 and so did both Montreal and Toronto.

Forgive this personal reference: One day in Toronto—far from home to get money—I saw a fine team of horses trying to make a pretty steep grade. They were unable to go straight up. But the wise driver turned his team from side to side and made a few feet each time, and finally gained the top. Well, I took courage, I took courage. You will remember the story of Robert Bruce and the spider.

If I remember correctly, \$40,000 were promised. Hamilton and London each promised \$2,000. Then in a second effort, for an endowment, the late Mr. Pierce promised \$6,000. May I ask about your endowments. It gives me much pleasure to learn of your prosperity. Let me thank you for the prospectus which I perused with special pleasure.

I often think of Stanstead and the College. My memories are very pleasant of Messrs. Pierce, Stevens, Colby, Sir and Rev. Hanson, and Principal Holmes. Holmes and I were brothers in Christ. I would fain mention many more. Dudley Davis of Coaticook was a great friend.

Rev. Ernest M. Taylor has been here. Indeed his wife passed away at Pasadena. I took part in the funeral. He gave good news of affairs in general.

May kind Heaven smile upon the Trustees, the Faculty, the Students and Community.

Yours in Christ,

Alexander Hardie.

## ALUMNI NOTES

The Stanstead College Alumni banquet and reunion for 1929 was held in the hall of Centenary Church on June 10th. Mr. J. D. McFadyen, the president, was chairman; Col. B. B. Morrill was toastmaster. Speeches were made by Miss Beck, Mr. McGilton, Mr. Billings, Mr. H. C. Cowles, Mr. H. Bean, Mr. D. W. Davis and Dr. Moody. The musical programme consisted of vocal solos by Miss Hatton and a violin duet by Miss Heath and Miss Noble. There were 86 present, of whom seventeen were graduating students. The business consisted of the election of officers for 1929-30: President, Mr. F. J. Montle; Vice President, Mr. Harold Beane; Secretary-treasurer, Miss Mary Flint. Members of the Executive committee: Stanstead, Mr. H. C. Cowles; Sherbrooke, Mr. C. B. Howard, M. P.; Richmond, Mr. P. C. Huboyce; Montreal, Mr. Norman P. Woods; Quebec, Mr. William Ross; Scotstown, Mrs. H. H. Scarth.

The Alumni Association are sending out about one thousand letters in connection with the proposed Dr. John Colby's Memorial Library. They are anxious that this tribute to Dr. Colby's memory should be a worthy expression of their gratitude for his life and for his work for the College, and in this community. The Secretary, while going over old calendars in order to make as complete a list as possible, came across the names of some illustrious people who were old students. Mr. Eugene Cowles, the well known singer, graduated with two others in the first Commercial class. In a concert program of 1878 the name of Mr. Duncan Campbell Scott, the poet now living in Ottawa, appears. He sang baritone in a duet with Miss B. Robertson. His sister, Miss Minnie Scott, played a piano solo. His father, Wm. Scott, was minister of Centenary Church and "Moral Governor" of the College for one year.

Dr. Dobson, Principal of Alma College, St. Thomas, and his daughter, who is a graduate of Toronto, are taking a party of girls abroad for the summer.

Ed. Crawford, now Dr. Crawford, has married a sister of an old alumnus (Mr. Norman P. Woods) and is living in Pointe Claire.

Ellison Tilton is spending a year with her brothers, Gale and Cecil, in British Columbia.

Miss Hannah Beck spent the winter in Rome and will spend the summer in Siena, Italy.

Mr. Aubrey Duclos is president of the cold storage company of Edmonton.

We are pleased to announce the marriage of Mr. Billings and Miss DeMings but sorry they have left Stanstead. They have gone to Quebec to join the staff of the High School on which Stanstead is already well represented.

We have several old students attending the different universities: At McGill, Elinor O'Halloran is graduating this year. Molly Bissonnet, Esther Irvine, Marjory Lipsey, Alice Parker, Gerald and Gwendolyn



Halpenny, Norman Smyth, Anne, Marie and Eddie Dubois and Elinor Morrill are still in attendance. At Queen's there are Meredith Hastings, Stanley Stuart, Wilfred Charland, Thomas Southwood and Wm. Soles. At Bishop's are Ivan and Walter Stockwell.

One of our most distinguished Alumnae is Dr. Lourice Willard. She is running a hospital in Brooklyn, N. Y. She has also published a volume of poems.

Dr. F. D. Call of Bishop's University has written a new book to be published in the Spell Series called "The Spell of Acadia."

Marjory Chapman is taking the secretarial course at Miss Pierce's School, Boston.

Chris Chapman is in Montpelier doing auditing for the St. John and Lake Champlain Railway.

Miss Florence Ball took a year's course at Miss Pierce's Secretarial School and immediately received the position of assistant secretary to the head of the Commercial Law Department of C. H. Tenny and Co. of Boston.

Rev. Foster MacAmmond, who was principal over forty years ago, is living on the Pacific coast at Los Angeles, Calif., and was visited this winter by the Rev. Ernest Taylor who has now returned to Knowlton.

Miss Margaret Sutton, in Dr. Flanders' time the matron for the boys, is living in Saratoga, Calif. She and Miss Chase formerly of Derby Line own and are carrying on a fine apricot ranch and grow the most beautiful and fragrant roses to be found in California.

Mrs. Alfred Messenger, nee Hortense Lawrence, is living in Alameda, Calif. She has three children and keeps up her singing and teaches piano.

Mrs. Lilla D. Smith is spending some time in Pasadena, Calif., as she has one daughter and three sons living near.

Fred W. Peasley, who graduated in commercial in 1877, is living in Torrance, Calif. He has been in California nearly fifty years and thinks it the most beautiful place in the world.

Mrs. Frank Harvey, nee Kathie Blair, is living in Santa Paula, Calif. She has a most attractive new home and two sons, both interested in aviation. Her brother, Charley Blair, has a successful drug business in the same city and three splendid daughters.

Mrs. Bannister, the widow of a former principal, and her daughter, Miss Annie Bannister, have a fruit ranch at Valley View near Pasadena, Calif. Mr. and Mrs. Benn. Ball spent winter before last with them. Mrs. Ball is Mrs. Bannister's sister.

We learn with regret of the recent death of two old students from Scotstown, Mr. George Scott and Mr. Archie Black.

Miss Laura Rugg took the Western tour sponsored by Dean Laird and also visited California.

Miss Ruth Aldrich took a motor tour with her brothers to the West



Coast. They went the southern route and returned by the northern. They also took a ten-day boat trip to Alaska.

Dr. Dexter Ball, who has lived in Santa Ana, Calif., for many years, is one of the best known physicians on the Pacific coast.

Dr. Maynard Hart is teaching in St. Louis, Miss. He taught classics here in Dr. Flanders' time where he met his wife, then Miss Laura Benn.

W. S. Ball, formerly of East Bolton, is a lawyer in Lethbridge.

Mrs. Wright Hovey of Winnipeg with three of her sons, Francis, Horace and Charles, motored here last summer and saw many old friends.

John Van Vliet with his father and mother motored through the Rockies to the Pacific Coast and down through California.

Mr. Stewart Ross has finished five years as instructor at Syracuse University in the department of mineralogy. He has received the Austin fellowship and this autumn will go to Harvard to take a course in geology for his Ph. D. He has had the honor of being made a Fellow of the American College of Professors. Being a Science graduate of McGill he has done surveying every summer in Canada. Last summer with one companion he went a thousand miles by canoe and surveyed and named seventy-five lakes in Northern Saskatchewan.

Muriel Smith graduated last spring in the Physical Ed. course at McGill and is now teaching. Gertrude Sullivan, who is also a Physical Ed. graduate, is doing excellently with her classes.

Miss Mary Flint took a trip last spring to the West Coast by train and by bus to California. Among the many old friends of the College whom she met were Mrs. Flanders and Mrs. Deacon of Winnipeg.

Among the old students working at the Sun Life are David Monsur, Hermann Stockwell, Gordon Baker, Ira Hughes, D. MacKenzie, Dorothy Haselton, Jack Willmott, Margaret and Berth McVety and Hew and Lew Layhew.

Mr. Bert Taylor is in the Biology department at McGill University.

On April 12 in Syracuse Mr. Stewart Ross was married to Miss Gilpha Hunt Akins.

Ralph V. Merry, M. A., was married in Cambridge, Mass., on June 1st, 1929, to Miss Frieda Annette Keifer.

We have a large number of old students in the nursing profession. Grace Munroe is a graduate of the Western. Margaret Ralburn and her sister, Mary, Helen Hasilton and Dorothy Flint are graduates of the General Hospital, Montreal, and Willa Hasilton and Elma Campbell are in training there. Margaret Raeburn is night superintendent at the Maternity Hospital and Dorothy Flint is in charge of the Woman's Medical ward at the General. Thelma Johnson has just graduated from the Royal Victoria Hospital, Montreal, and Mary MacIntyre is in training there. Mary Sharpe and Mattie Hill have graduated from the Sherbrooke Hospital and Dorothy Whitcher is in training there. Johanna Dasen is in the Homeopathic and Elma Campbell in the Women's Hos-

pital, Montreal. Violet Farrow is in training at the St. Johnsbury Hospital. Violet Lane also took a course in an American Hospital.

On April 4th the Alumni of Montreal held a supper dance at the Windsor Hotel. There were fifty-two couples present and all reported having had a good time. Among those who attended were Mr. and Mrs. Norman P. Woods, Dr. and Mrs. Ed. Crawford, Mr. and Mrs. Frank Wilson, Mr. and Mrs. Earle Beerworth, Maude Martin, Evelyn MacDonald, Gertrude Sullivan, Ira Hughes, Lyman Van Vliet, Hermann Stockwell, Gerald Halpenny and Esther Irvine. It is learned with pleasure that Dr. and Mrs. Halpenny have returned from their trip to Bermuda and that Dr. Halpenny is much improved in health.

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### FASHION NOTES

Garters are taking a strong hold in most quarters, but corsets are decidedly off.

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Dr. Moody: I hear you refused a position as president of the Company.

Peck: Yes, there was no chance of promotion.



## MY GANG

My gang is full of mischief,  
And lots of life and fun,  
But it's hard to beat the Annex,  
When everything's said and done.

Colin is ever ready  
To fight and eat and work,  
Yet from a score of studies,  
He was never known to shirk.

Fat George is always merry,  
Jolly, good-natured and gay,  
He will make a perfect husband,  
In some distant future day.

Ben, Thayne and Everett are studious,  
Have not to be driven to learn,  
By all their gentle graces,  
They make the girls' hearts burn.

Cam works hard at doing nothing,  
And if him you didn't know,  
You'd think he had stores of energy,  
By his roving to and fro.

Robert and Bruce are room-mates,  
But there the connection ends,  
For their natures are so constructed,  
Their thoughts will never blend.

Chester and Doug are so quiet,  
One thing you would never guess,  
They are more fond of the fair sex  
Than any of the rest.

—"Annex."

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Wright: "Well, Pergau, what brought you back to this part of the country?"

Pergau: "Oh, I just wanted to see the sights, and I thought I'd call on you first."

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Greer: "Don't you think George is pretty slick?"

LeBreton: "Yeh, very smooth. One of the worst oil cans in school."

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Beth: Farley is always thinking about himself.

Evelyn: Yes, in that way, he avoids having much on his mind.



